

A Developmental Study of the Flipped Classroom Approach on Students' Learning in English Language Modules in British University in Egypt

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Abstract : The flipped classroom approach as a mode of blended learning was formally introduced to students of the English language modules at the British University in Egypt (BUE) at the start of the academic year 2015/2016. This paper aims to study the impact of the flipped classroom approach after three semesters of implementation. It will restrict itself to the examination of students' achievement rates, student satisfaction, and how different student cohorts have benefited differently from the flipped practice. The paper concludes with recommendations of how the experience can be further developed.

Keywords : achievement rates, developmental experience, Egypt, flipped classroom, higher education, student cohorts, student satisfaction

Conference Title : ICHETLPA 2017 : International Conference on Higher Education Teaching, Learning, Pedagogy and Assessment

Conference Location : London, United Kingdom

Conference Dates : August 21-22, 2017